

Aboriginal Advocate Program

Regina Public School Division
November, 19 2014.

Dawne Cassell

Sarah Longman

- *Relentless*
- *Pursuit of*
- *Success*



Regina Public School Division believes...

Regina Strategic Education Plan it is stated, *“By 2017, the gap between performance of First Nation and Metis students and all Regina Public Schools students will have been reduced by 10% on all measures of achievement, including graduation.”*



Division Planning 2014-2015: First Nations and Metis Achievement

- Attendance: Identifying/Tracking/Monitoring
- Basic Skills and Credit Attainment: Appropriate placements; Credit recovery when possible.
- Culturally Sensitive and Appropriate Curriculum Instruction and Assessment: *Aboriginal Education specific consultants; Aboriginal Advocate Teachers.*
- Family or Community Involvement and Support: Increase parental engagement and provide opportunities for school visits outside conference times.

Self-Declaration

- Currently 384 Self-Declared Aboriginal students are enrolled in Grade 12.
- Out of 384 Self-Declared Aboriginal students, 134 are on track to graduate.
- Currently 34% of Self-Declared Aboriginal students in grade 12 will graduate while 66% do not have sufficient credits.

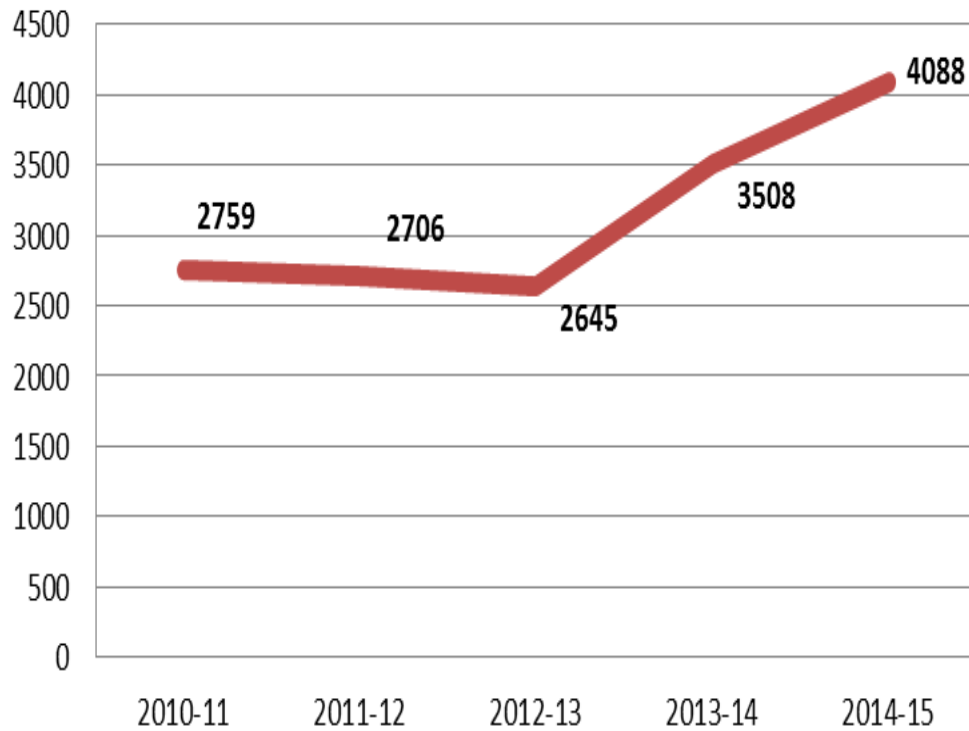
Aboriginal Self-Declaration



*Regina Public Schools
(306) 523-3000*



Self-declared Aboriginal students



Aboriginal Self-Declaration



Regina Public Schools
(306) 523-3000





THOM COLLEGIATE 2014/2015



Thom Collegiate Initiatives for 2014-2015 school year:

Grade 10

Retention: By the end of the 2014-2015 school year all grade 10 students will have a minimum of 8 credits.

Grade 12

Increase graduation rates: By the end of the 2014-2015 school year all students graduating from Thom Collegiate will have a transition plan.

Simplified school goals and signage

Ecole Thom Collegiate
SCHOOL GOALS

SUCCESS

100%
of grade 10 students
will earn a minimum of
8 CREDITS

TRANSITION

100%
of grade 12 Students
will have a
TRANSITION PLAN

The details are highlighted in Thom's LIP (learning Improvement Plan)
THOM COLLEGIATE: A Safe and Caring Place for all to Learn

Grade 12 Transition plans

ÉCOLE THOM COLLEGIATE
GRADE 12 TRANSITION PLAN

UNIVERSITY

- University of Saskatchewan
- University of Regina
- Gabriel Dumont Institute

TECHNICAL SCHOOL

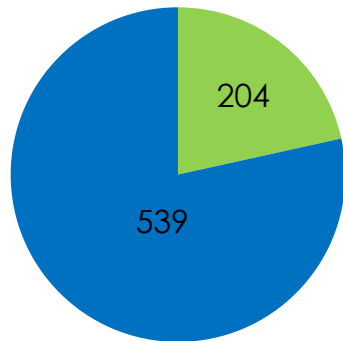
- Saskatchewan Institute of Applied Science and Technology (SIAST)
- Saskatchewan Indian Institute of Technologies (SIIT)
- Marvel Beauty School/Avante Garde/Richard's
- Western College of Remedial Massage Therapy

TRADES/SKILLED WORK

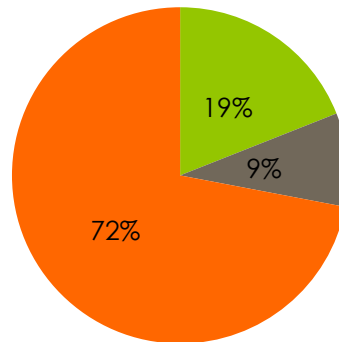
- Regina Trades and Skills
- Saskatchewan Apprenticeship Commission
- RCMP/ Regina City Police
- Canadian Armed Forces

The details are highlighted in Thom's LIP (Learning Improvement Plan)
THOM COLLEGIATE: A Safe and Caring Place for all to Learn

DEMOGRAPHICS OF THOM

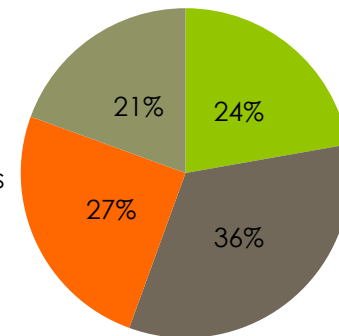


Number of Aboriginal Students (29%)



Aboriginal Students by status

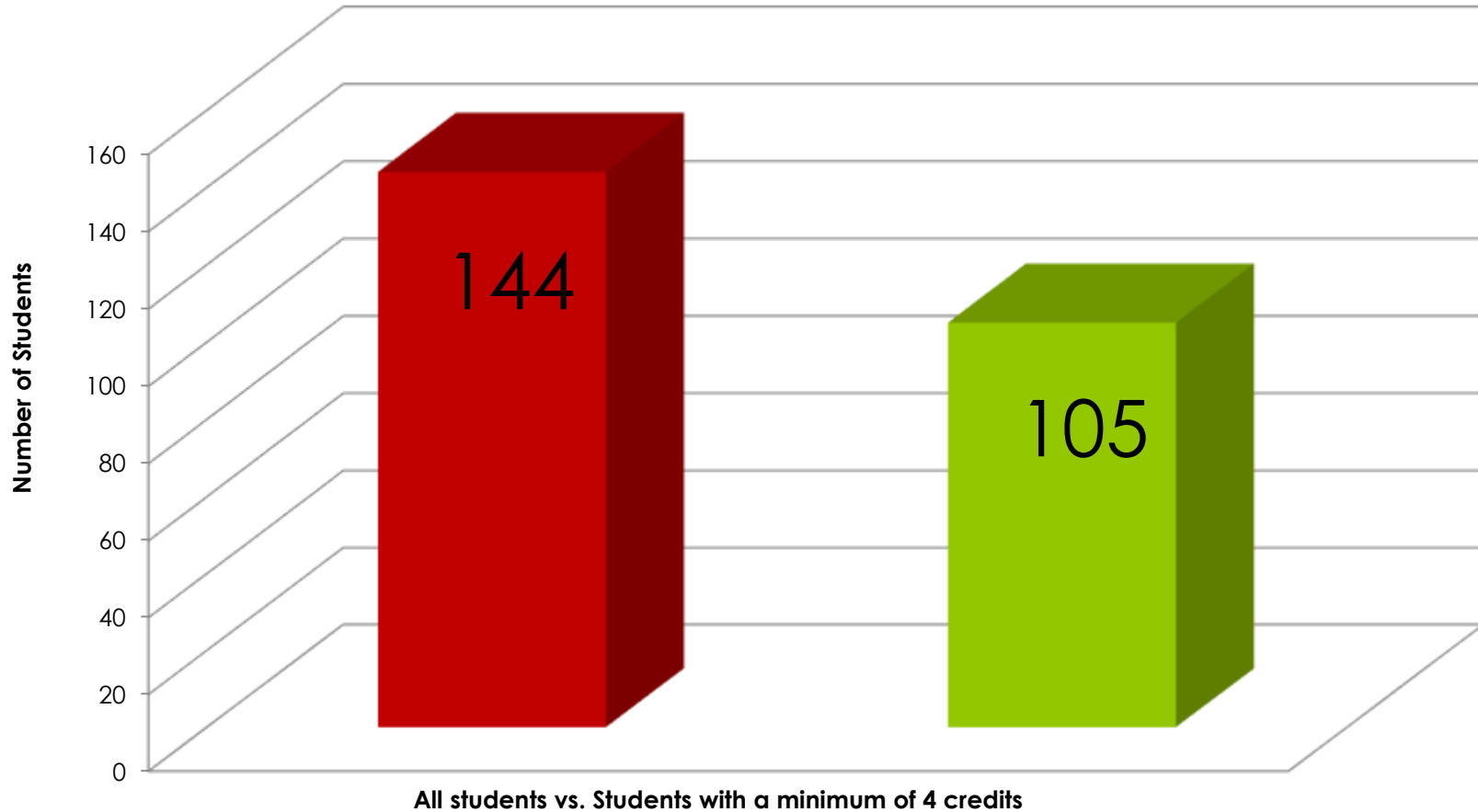
■ Metis
■ Non Status
■ Treaty



Aboriginal Students by grade

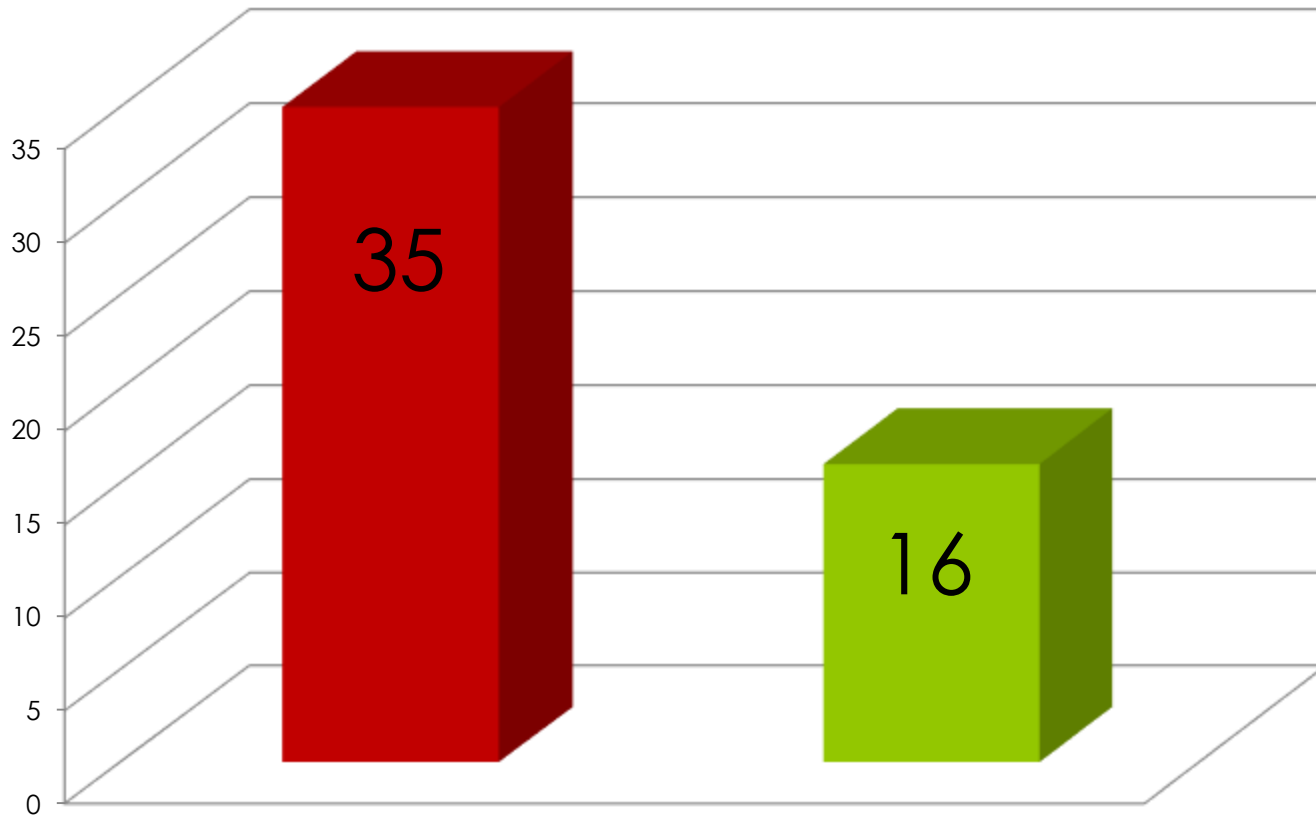
■ 9
■ 10
■ 11
■ 12

2012-2013 Grade 10 Achievement Data



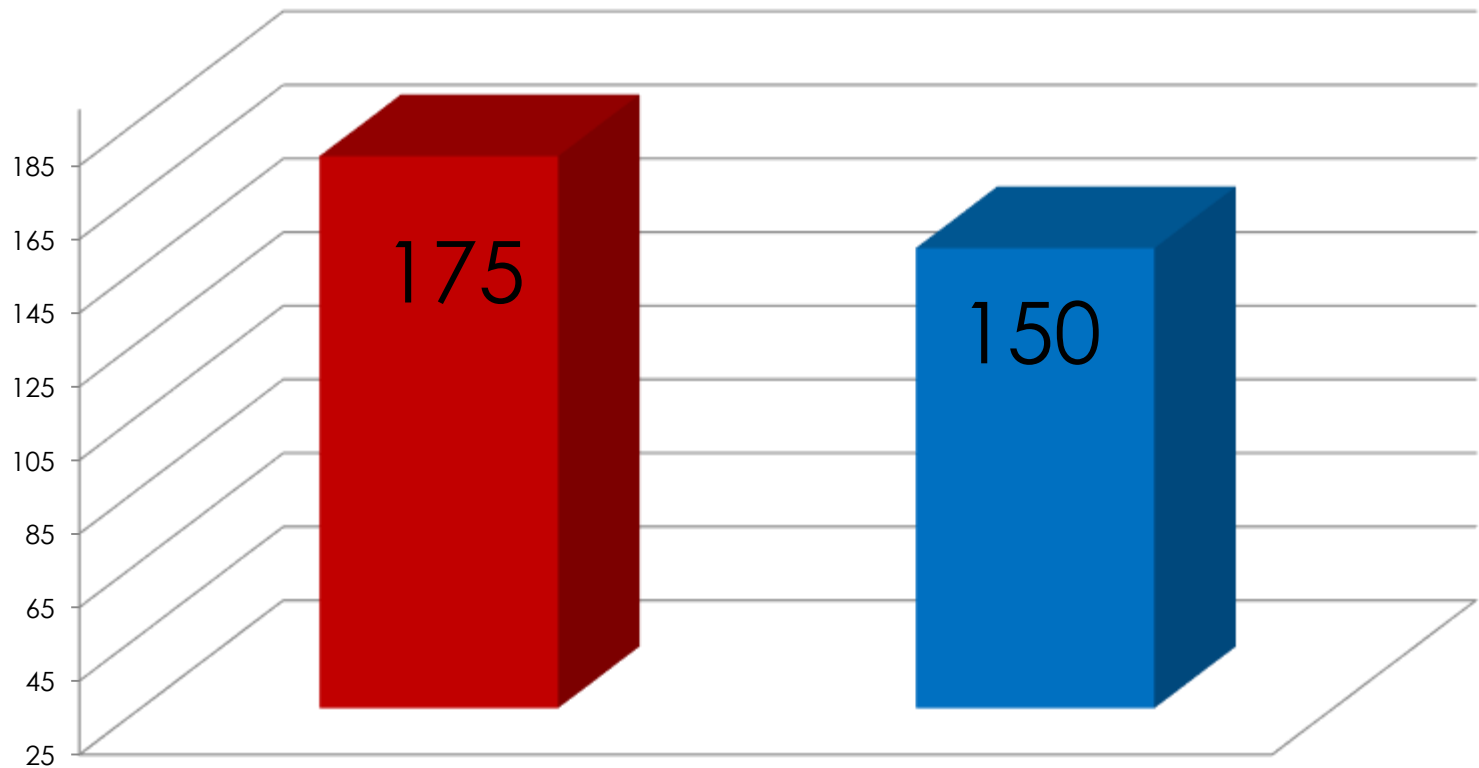
73% of grade 10 students achieved a minimum of 4 credits

2012-2013 Grade 10 Aboriginal Achievement Data



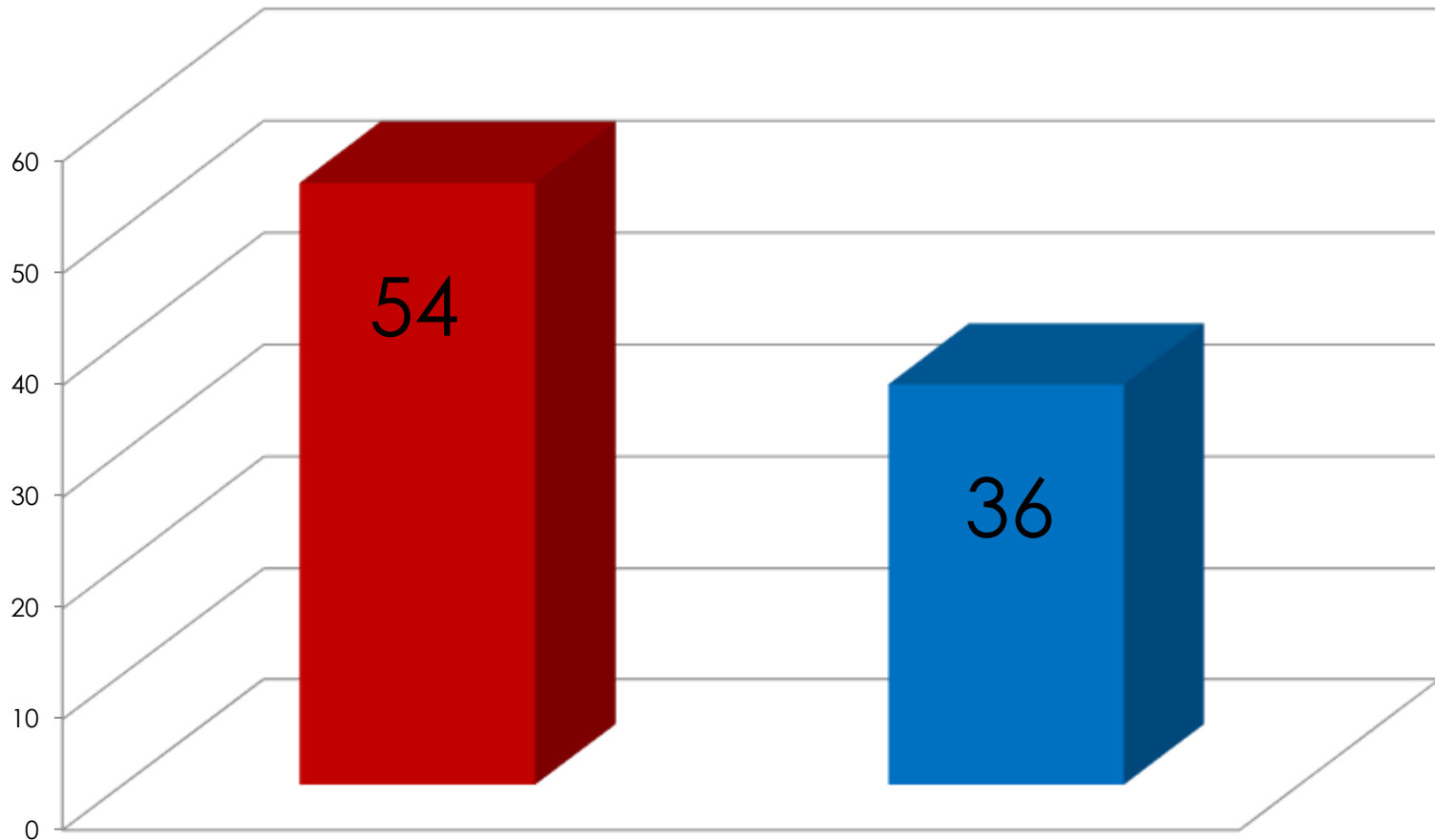
45% of grade 10 self-declared students achieved a minimum of 4 credits

2013-2014 Grade 10 Achievement Data



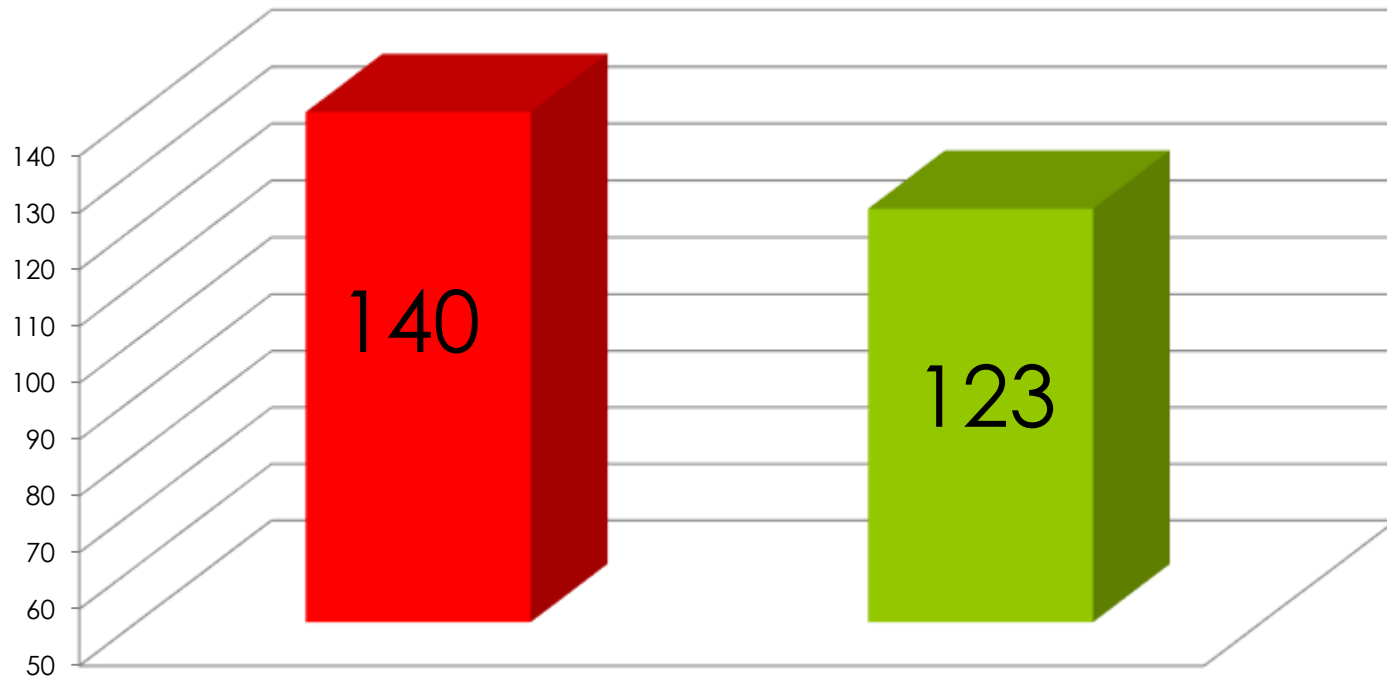
85% of grade 10 students achieved a minimum of 4 credits

2013-2014 Grade 10 Aboriginal Achievement Data



67% of grade 10 self-declared students achieved a minimum of 4 credits

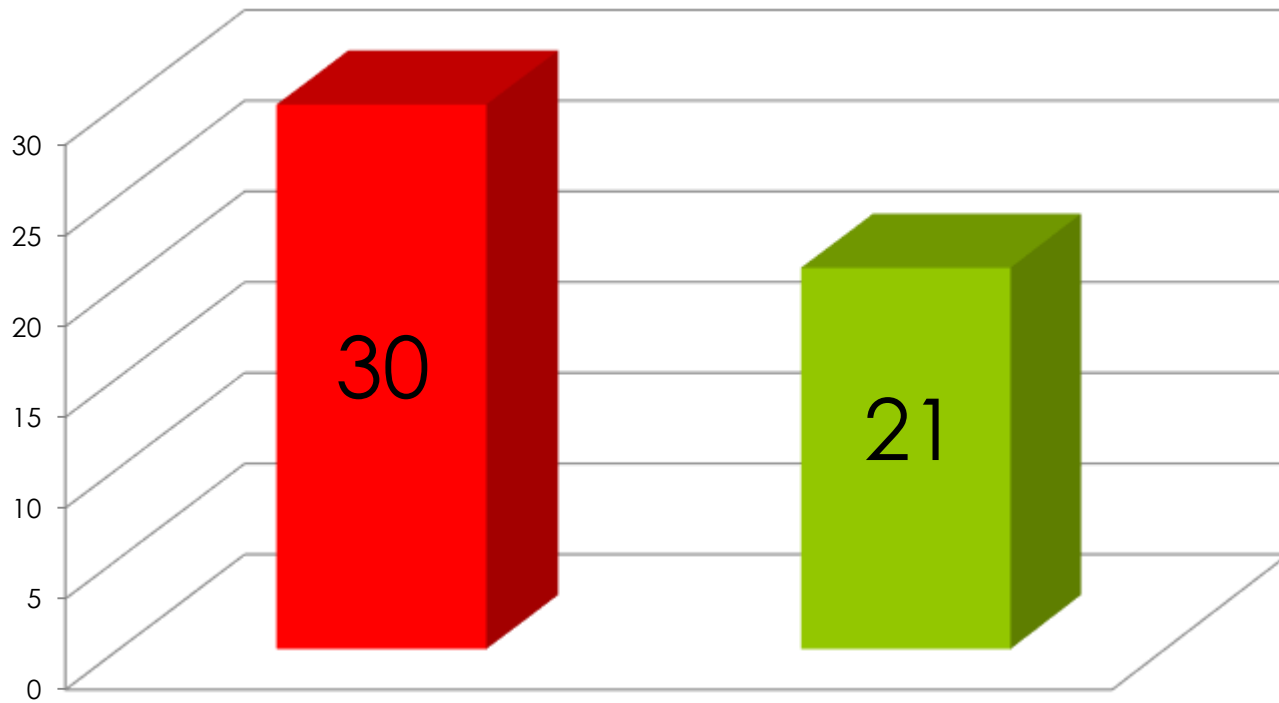
Results from June 2014



88% of grade 10 students achieved a minimum of 8 credits

*8 students had 7 credits!

Results from June 2014

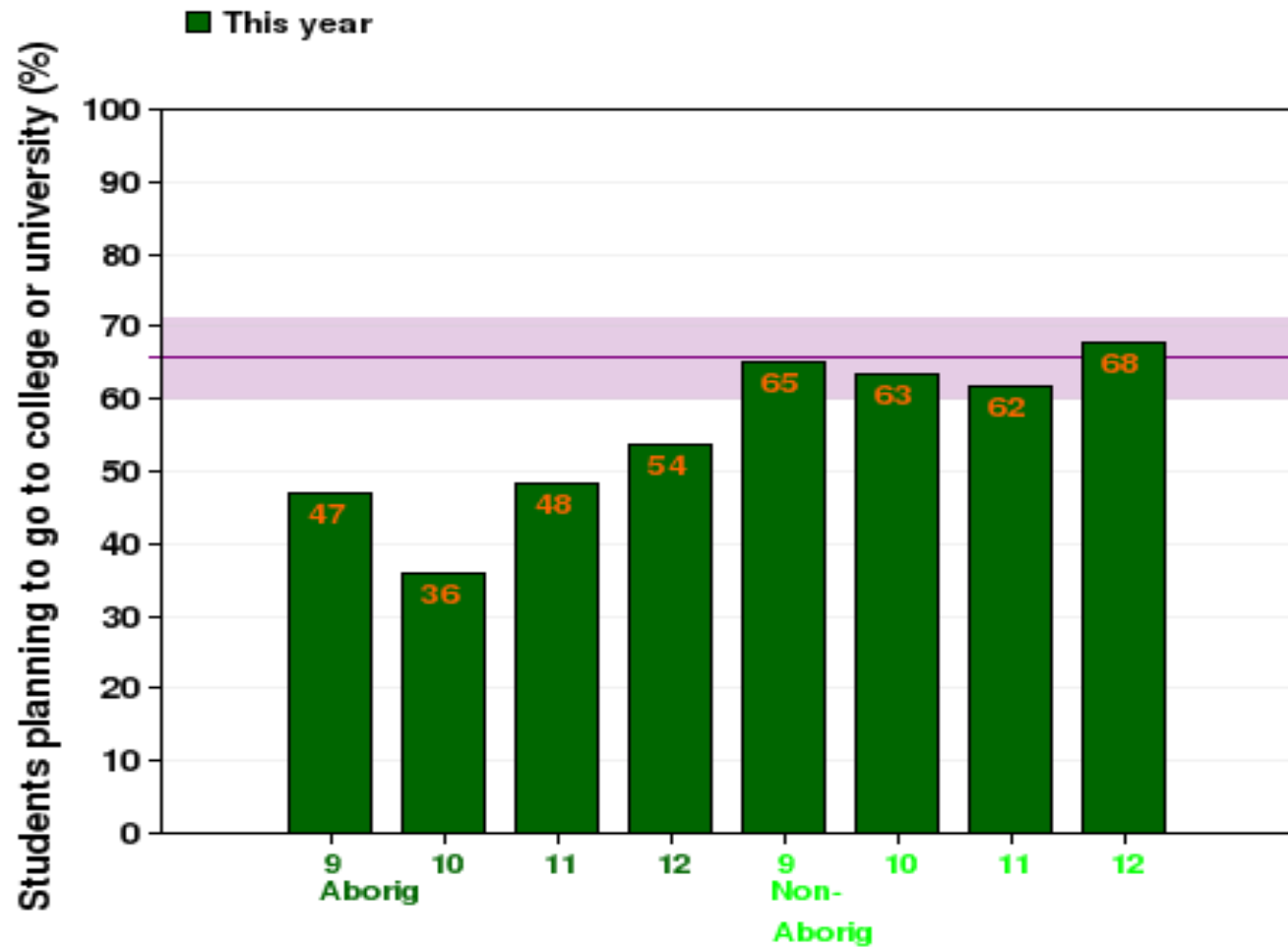


70% of grade 10 Aboriginal students
achieved a minimum of 8 credits

“No one rises to low expectations”

~ Jesse Jackson

SK Regina SD: Students planning to go to college or university Default



What is the role of an Aboriginal Advocate Teacher?

- ✓ Organize and attend school-based team meetings where Aboriginal students are being discussed.
- ✓ Work to collaborate with the ministry, school division, school, and other student service staff to support learning improvement plans.
- ✓ Build relationships with Aboriginal parents and families through cultural and academic engagement.
- ✓ Assist with providing school-wide cultural awareness for staff and students.
- ✓ Connect with community services to provide external supports.



- ✓ Assist with providing school-wide cultural awareness for staff and students.
- ✓ Support teacher driven and school wide curriculum initiatives .
- ✓ Collaborate with post-secondary institutions and employment agencies.
- ✓ Have contact with all self-declared aboriginal students through monitoring of student progress and attendance.
- ✓ Collaborate with Elder(s) in residence.



The role of the administrator?

- ✓ Ensure staff, parents and students are informed about the role of the advocate.
- ✓ Identify and establish a group of staff members to support the program.
- ✓ Support the advocate in building effective working relations with staff.
- ✓ Work closely with the advocate to monitor the progress of Aboriginal students.
- ✓ Inform all staff about the goals of the Ministry of Education and the division's commitment to fulfilling them.



The role of the school division?

- ✓ Provide professional opportunities for advocate.
- ✓ Be a liaison between the advocate and senior administration.
- ✓ Provide an annual year-end report to senior administrators.
- ✓ Provide annual interim reports to Ministry.
- ✓ Share progress reports to Board of Trustees upon request.
- ✓ Arrange regular meetings with Aboriginal advocates and school teams.



Tips for developing an effective advocate position in your school:

- ✓ Select the right person for the role.
- ✓ Being confident and comfortable initiating critical conversations and being willing to establishing strong relationships with staff.
- ✓ Collaboration and relationship building is key.
- ✓ Truly reclaiming and not enabling students.
- ✓ Encouraging solid communication occurs among the school division, staff, students and families.
- ✓ Select an advocate who is dependant and accountable.





"Action is the catalyst that creates accomplishments. It is the path that takes us from uncrafted hopes to realized dreams."

~Thomas Huxley

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